

*Daisy Dyche, '843*

*L. L. L. L.*

# TYPE-WRITER LESSONS,

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—FOR THE USE OF—

## TEACHERS AND LEARNERS.

—ADAPTED TO—

### Remington's Perfected Type-Writers.

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By Mrs. M. V. Longley.

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CINCINNATI,  
1882.

## PREFACE.

The first thing to be done, after procuring a Type-Writer, is to learn how to use it to the best advantage. Any one can sit down, and, by striking the keys, print words; just as any one can, by striking the keys of a piano, sound the notes of a tune; but to strike the keys of the Type-Writer in a way that will make the most perfect work the most rapidly, requires experience, or what is better, the advice and instruction of one who has had a more extended and varied experience than usual.

Until the present time each person owning or using one of these valuable instruments, has had to gain this experience for himself or herself, by slow and uncertain steps, except in a few of the larger cities where teachers of Type-writing may be found. The consequence has been that good machines, which, if operated by skillful fingers, or by a person having the aid of a thorough course of instruction, would have become "a real comfort," and "an indispensable clerk in every professional and business house," as those who know how to use the Type-Writer speak of it, have been allowed to stand rusting in a corner unused. In other cases the persevering owner, or clerk, is plodding along as best he can, using but one or two fingers of each hand, instead of all the fingers and a thumb, as piano-players do. No wonder it is often said, by such operators, that they can write as fast with pen and ink as with the Type-Writer, for they fail to bring into use half the capacity of the instrument.

Realizing the need of a more thorough system of instruction than she has been able to find in the market, the writer, early in her experience as Type-Writer instructor, began by preparing the lessons for her pupils on the machine as she needed them. Subsequently these were graded and arranged in progressive order; and, to enable the learner to practice correctly, in the absence of the teacher, the proper fingering of the words was indicated by figures. Finding these exercises exceedingly useful to herself as teacher, as well as to her pupils, she has concluded to put them in print for the benefit, especially, of those having machines who are out of reach of a living instructor, and for the use of such instructors as may have nothing better of their own.

Although well aware that these lessons are not faultless, the author believes they will do good service, and supply a want that is every day growing, as the use of the Type-Writer is constantly and rapidly increasing. The demand for skillful operators calls for some thorough instruction of this kind, and it is hoped this effort will in part, at least, meet this want.



## INTRODUCTORY EXPLANATIONS.

The Type-Writer operator should be seated on a chair, or stool, of such height as to bring his or her hands in a position to manipulate the keys comfortably; not so high as to cause a stooping posture, nor so low as to make it tiresome and difficult to operate the keys with comfort.

By spreading both hands over the key-board, it will be seen that the eight fingers command the approaches to all the keys, and that if each finger is allowed to do its share of the work the labor of striking the keys will be pretty equally distributed and easily performed. The use of all the fingers in type-writing is just as important as in piano-playing. It saves time in skipping about with one or two fingers; it obviates inconvenient skips to and from keys separated from each other, which are tiresome to the fingers; and it leads to a more even and rapid movement than can otherwise be attained.

### DIAGRAM OF THE TYPE-WRITER KEY-BOARD.

"	.	"	\$	r.	—	&	'	(	)
2	3	4	5	6	7	8	9	-	
Q	W	E	R	T	Y	U	I	O	P
A	S	D	F	G	H	J	K	L	::
(CAP.)	Z	X	C	V	B	N	M	?	I.

The key-board is supposed to be divided obliquely between the letters T, G, B, on the one side, and Y, H, N, on the other. The rule in writing is, to strike the letters T, G, and B, and the letters to the left of them, with the left hand; Y, H, and N, and those to the right, with the right hand; and although there are many exceptions to this rule, it will aid the learner if he will bear this in mind. As there are not as many fingers on the hands as there are keys on the key-board, the letters cannot all be uniformly struck with the same finger.

The central letters T, G, and B, are struck with the first finger of the left hand, and Y, H, and N, with the first finger of the right hand, and the letters to the extreme right and left with the little (4th) finger, except when one of these letters precedes or follows another.

NOTE.—In the use of Type-Writers made with M on the extreme right hand key of the second row from the bottom, this letter must be struck with the fourth finger.

The combinations of letters in words often require a variation from the usual order of fingering. In such cases the variations are made in ways that require the least forethought or effort of the memory. For instance: When there are two or more letters in a word that are usually printed by the same finger, immediately following one another, say two *second-finger* letters, as they cannot both be struck with the same finger readily, the first one is struck with the finger commonly used for it, and the other with the next most convenient one. Thus: in the word *according*, we have two second-finger letters, *r* and *d*. They must not both be struck with the same finger, but the first letter, *r*, being struck with the second, as is the impulse from habit, no confusion or hesitation results, as one will naturally strike the *d* with the third. The same two second-finger letters, only reversed in their order, occur in the word *address*. Here the *d* is struck with the second finger, and naturally the first is used to strike the *r*.

In some words this method cannot be followed. In the word *after*, for instance, if the *f* were struck with the first finger, as usual, there would be no finger convenient with which to print the *t*. Such combinations are not frequent, and should receive special attention so that they may be correctly fingered from force of habit.

So, although the rule is to strike the central letters with the index fingers, the outside letters with the little fingers, and those between with the second and third fingers, the practice has to be varied according to the combinations of letters in different words.

When the hands are held over the key-board in the position for writing, it will be seen that the thumb is in position for striking the space-bar; and by using the thumb for this purpose instead of the second or third finger, as some do, the time occupied in carrying the hand down, and returning it, is saved, and the spacing is easily done with the thumb.

It will be readily understood that a systematic method of fingering cannot be acquired if the novice begins the use of the Type-Writer by copying from miscellaneous print, or matter which has not been especially prepared for the purpose. Therefore the learner is earnestly requested to use the Type-Writer for practice only until correct habits are acquired. He or she will otherwise be likely to become a slovenly performer, and fail to secure the rapidity which with patience might otherwise be attained.

It is important that the learner should thoroughly practice each word before passing to the next, (care being taken to use the fingers indicated by the figures;) and to words which are a little difficult, or peculiar, double



time should be given. If each lesson is thus written and rewritten, *the fingering being invariably done* according to the figures, until there is no hesitation as to where to find the keys, or as to which finger should be used on any letter in the lesson, by the time these have all been gone over the learner will have become so familiar with the key-board that the fingering will be done mechanically; and ease and rapidity of execution will be the reward of the faithful operator.

As the pauses, and especially the comma and period, have sharp points, they should be struck very lightly, or they will make a dent in the paper, and perhaps puncture it, which would make bad looking work.

The keys should never be pressed down but should be struck with a quick, sharp stroke, the finger being lifted *immediately*. This secures better print, and allows each key to drop out of the way before the other comes up. It is important to remember this. Two keys must never be struck at the same time.

The No. 2 Type-Writer has a very simple method of printing the capitals. In the left-hand corner of the key-board, at the bottom, is a key with "Upper Case" on it. To print the capital letters this key must be pressed down and kept there while the desired key or keys are struck. Beside being simple, this method has the advantage over those machines which have two sets of keys, of rapidity. On such machines the keys for the capitals are placed at each side, and the space-bar being still outside of them, much time is lost in carrying the hand over to the side to space between each word, and returning it. But on the Type-Writer the space-bar being in front the spacing is done with the thumb, and no time is lost, the fingers remaining over the key-board in position for striking the next letter.

In preparing these lessons the object has been to introduce such words as are most frequently used, including some that are difficult to finger, or contain peculiar combinations of letters. The sentences are composed of words which have been given in the list of words at the top of the page. Although learners may have practiced each word until the keys and fingering are perfectly familiar, they would find it quite difficult if they were to attempt to write them in sentences. Suppose the words *home, man, the* and *went*, had each been written two hundred times, it would be found that to write the sentence, *the man went home*, would require different movements from those required to write the words separately. To accustom the learner to pass rapidly from one word to another, the plan of forming the words of each lesson into sentences for practice was adopted.

The words in each lesson are arranged alphabetically, so that if the learner, when writing the sentences, should forget the fingering of any word he can easily refer to it in the table of words to refresh the memory. But the teacher or learner can use his or her own discretion as to the order in which they practice the words of any lesson. In the first lesson, for instance, it might be better to begin with the shortest words.

With a good instructor it requires but a few weeks to learn how to finger the Type-Writer; considerable time and patience are required, however, to become good and rapid writers. Those who have been used to playing the piano gain speed much sooner than those whose fingers are untrained to such work. If a careless habit is once acquired it will be difficult to correct it. Practice faithfully and carefully; and with perfect familiarity with the key-board will come speed.

The prospective type-writer should not allow less than three months time in which to prepare for active duty. At first the progress may seem slow, but after the fingering becomes mechanical the increase is rapid. A qualification even more important than rapidity, is accuracy. Without this no person need hope to produce acceptable copy. The learner is therefore warned against writing faster than the exercises can be done correctly.

To learn how to manage the machine, study the book which accompanies each Type-Writer. I will here say, however, Keep all the parts clean. When done using the machine rub it, and especially all the nickle parts, with a soft clean cloth, until the finger marks are thoroughly removed. The nickel should never be allowed to remain tarnished, for rust will be the result. If properly taken care of the Type-Writer will look almost as bright at the end of two years as when new.



*Daisy Dyche.*  
TYPE-WRITER LESSON No. 1.

all 4 3 3	are 4 2 3	every 3 1 3 2 1	make 4 4 2 3	that 1 1 4 1	think 1 1 2 1 2
able 4 1 3 3	as 4 3	for 1 3 2	many 4 4 1 1	their 1 1 3 2 2	this 1 1 2 3
an 4 1	be 1 3	have 1 4 1 3	may 4 4 1	there 1 1 3 2 3	time 1 2 1 3
and 4 1 2	been 1 3 3 1	has 1 4 3	one 3 1 3	they 1 1 3 1	to 1 3

able to be  
able to be there  
able to have been  
able to make as many  
able to think that  
all may have been  
all that has been  
all that may be  
all this may have been  
and as to that  
and as I may think there are  
and have they ever been  
and they may have been  
are all able to have this  
are there as many as  
are they able to make  
as I think they are to have  
as many as think they are  
as I have been there every time  
every man may have been there

every one may have his time  
every time he has been there  
for every time there may be  
for every one that they have  
for many a man may think  
for many times he has been  
for that man may have time  
for they think that every one  
has every one been here  
has there ever been a time  
have all been there this time  
have they all been able to make  
many an able man has been  
many a one may think this  
may I have as many as they  
there have been many times  
there may be this one man  
they may be able to be there  
they one and all have been here  
they think they may have been

REMARKS.—We have here, first the word *all*, with the figures underneath, which indicate that *a* is to be struck with the fourth finger of the left hand, and *l* with the third finger of the right. (See Introduction.) Do not press the keys, but make a quick, sharp stroke of just sufficient force to make an impression on the paper, lifting the fingers immediately. Do not strike too hard, or poor printing will be the result. Never strike the space-board with the fingers, but always with the thumb.

## TYPE WRITER LESSON No. 2.

about 4 1 3 2 1	first 1 2 2 3 1	him 1 2 1	more 1 3 2 3	ready 2 3 4 2 1	told 1 3 4 2
above 4 1 3 1 3	gone 1 3 1 3	his 1 2 3	none 1 3 1 3	rest 2 3 4 1	was 3 4 3
along 4 3 2 1 1	good 1 3 3 2	hope 1 3 4 3	often 3 2 1 3 1	short 3 1 3 2 1	were 3 2 1 2
can 2 4 1	hand 1 4 1 2	house 1 3 2 3 2	place 4 3 4 2 3	sold 3 3 4 2	where 3 1 3 2 3
case 2 4 3 2	hard 1 4 1 3	it 2 1	please 4 3 3 4 3 2	take 1 4 2 3	will 3 2 3 3
done 2 3 1 3	her 1 3 2	likely 3 2 3 3 3 1	quite 4 2 3 1 3	than 1 1 4 1	with 3 2 1 1

about every hope was gone  
all the more likely to be done  
are we to take this case  
are there no more to be here  
can this have been his house  
every one was told of it  
so into the house and be ready  
hand her the one above that  
he will do as all the rest do  
he has often been there  
her time is none too short  
he is a good man for this case  
his first case was a short one  
it is about ready to be sold  
likely he will take the rest  
may we go along with her  
her old house has been sold

no man can take her place  
none are ready for hard times  
often we were told to rest  
place this one about here  
please take the first one  
quite likely they were gone  
take no more than one at a time  
that place will please her  
the man has gone in her place  
they are quite too short for her  
they often take their rest  
we are about done for this time  
we often think it too hard  
were they along with him  
where can we hope to rest  
will we take her along with us  
will he often be there

REMARKS.—As there are so many different combinations, but few if any letters can be uniformly struck with the same finger; so, although we speak of the 1st, 2nd, 3rd and 4th-finger letters, we have often to vary from the rule. We have an illustration of this in this lesson. We call *f* a first-finger, and *k* and *u* second-finger letters; but, *f* preceding *t* in *often*, must be struck with the second; *k*, in *likely*, following *i*, must be struck with the third, and *u*, in *quite*, preceding *i*, with the first.



# Daisy Dyche.

## TYPE-WRITER LESSON No. 3.

after 42132	extent 321311	means 13413	once 3123	same 3413	tries 12234
at 41	facts 14213	most 1341	only 3131	say 341	trouble 1232133
but 121	get 131	must 2131	ought 32111	she 313	week 3222
carry 24221	had 142	neither 1321132	own 331	should 313232	what 3141
come 2313	home 1313	news 1343	part 4421	tell 1333	who 313
duties 221223	how 133	now 133	raised 242321	them 1134	work 3322

but most likely she will  
can he mean to say this to me  
carry the news to them  
come all at the same time  
do come and take my part  
first let us get at the facts  
for he will have his own way  
had they told him the facts  
he meant only to that extent  
he must take good care of her  
he ought by all means to go home  
how is it with the rest of them  
most of them can do that  
my duties are here at home  
neither are they too short  
now we ought to take a rest  
on and after that time

once more and then what  
only once a week at most  
part of them will do for me  
she can carry it for them  
she tries to do her part  
should he go the same way  
that was the first of the week  
this house can be raised  
this is my own and only home  
tell him how to do that work  
tell me all about the news  
they come to their own place  
we have had the most trouble  
we may carry this to any extent  
we think most of our own way  
when was she to give the facts  
who will try the work once more

REMARK—It will be observed that the words *by*, *on*, *try*, *way*, and *when*, although not in the table of words, are introduced in the sentences. Since B and T are uniformly struck with the index finger (1), and W with the third (3), and the combinations *on*, *ry*, and *we*, have been given, the learner will experience no difficulty in correctly fingering the words thus introduced.

# TYPE-WRITER LESSON No. 4.

any 4 1 1	between 1 3 1 3 2 2 1	given 1 2 1 3 1	known 2 1 3 3 1	not 1 3 1	shown 3 1 3 3 1
away 4 3 4 1	could 2 3 2 3 2	grant 1 2 4 1 1	learned 3 3 4 2 1 3 2	reason 2 3 4 3 3 1	such 3 2 2 1
because 1 3 2 4 2 3 2	does 2 3 3 4	honor 1 3 1 3 2	looked 3 2 2 1 3 2	request 2 3 4 2 3 4 1	well 3 2 3 3
become 1 3 2 3 1 3	father 1 4 1 1 3 2	hour 1 3 2 2	made 1 4 2 3	said 3 4 2 2	which 3 1 2 2 1
being 1 3 2 1 1	found 1 3 2 1 2	judged 2 1 2 1 3 2	matter 1 4 1 1 3 2	seems 3 2 2 4 3	whom 3 1 3 1
believe 1 3 3 2 3 1 3	from 1 2 3 1	kind 3 2 1 2	never 1 3 1 3 2	shall 3 1 4 3 3	your 1 3 2 2

away with everything of the kind  
because he has learned better  
because they have been given  
because I believe it will be found  
between the father and the son  
could anybody believe him  
could you grant such a request  
did they make their reason known  
for which there seems to be no cause  
from hour to hour they come  
he has shown them all to me  
I have learned the reason she gave  
it is hard to judge in this matter  
judge not from what you see  
now does your honor think  
such as have been made known  
such honor has never been shown

such kindness could not be found  
that is for the time being  
they have never looked well  
they may not become learned  
this matter is well known to them  
to whom there shall never be given  
what was the matter with you all  
who shall judge between them  
which can never become known  
which cannot now be found  
which seems to be your reason  
which shall never be shown  
will you never believe me  
you could not have been found  
you should reason with him  
you have shown your good will  
your father to whom it was shown

REMARKS.—Each lesson should be perfectly mastered—the fingering of the words thoroughly impressed on the mind—and the sentences written with ease and accuracy—before another is taken. The teacher who insists on this course, and the learner who faithfully follows it, will never have cause to regret the time spent, but will be well rewarded by the ease and accuracy with which the pupil will write.



# Daily Dyche

## TYPE-WRITER LESSON No. 5.

accused 4 2 2 3 2 1	appearance 4 4 4 3 4 2 4 1 2 3	distance 2 2 3 1 4 1 2 3	future 1 2 1 2 2 3	liberty 3 2 1 3 2 1 1	right 2 2 1 1 1
action 4 2 1 2 3 1	benefit 1 3 1 3 1 2 1	each 3 4 2 1	general 1 3 1 3 2 4 3	little 3 2 1 1 3 3	sense 3 2 1 3 2
advantage 4 2 1 4 1 1 4 1 3	certain 2 3 2 1 4 2 1	example 3 2 4 1 4 2 3	knowledge 2 1 3 3 3 3 2 1 3	nothing 1 3 1 1 2 1 1	state 3 1 4 1 3
again 4 1 4 2 1	country 2 3 2 1 1 2 1	expected 3 2 4 3 2 1 3 2	longer 3 2 1 1 3 2	possible 4 3 3 3 2 1 3 3	thought 1 1 3 2 1 1 1
almost 4 3 4 3 3 1	crime 2 1 2 1 3	freedom 1 2 3 3 2 3 4	lecture 3 3 2 1 2 2 3	people 4 3 3 4 3 3	wait 3 4 2 1
another 4 1 3 1 1 3 2	doubt 2 3 2 1 2	further 1 2 2 1 1 3 2	length 3 3 1 1 2 1	remains 2 3 1 4 2 1 3	wrong 3 1 3 1 1

again I doubt your knowledge  
almost any length of time  
another example of crime is here  
but little advantage was gained  
can I be of further benefit  
certain benefits are expected  
each lecture was full of thought  
freedom could not be expected  
from almost every other state  
further benefit is not possible  
his general appearance is good  
how many people expected them  
I have thought so again and again  
in the far distant future  
in a general sense it is right  
it appears a much longer distance  
judged by certain appearances

knowledge of good and evil  
learn to labor and to wait  
leave that for future thought  
liberty of the people still remains  
liberty of thought is our right  
little benefit is possible now  
no doubt there is much advantage  
nothing certain in the future  
our country right or wrong  
people who are accused of crime  
right action benefits the state  
state another example of wrong  
the accused has nothing to expect  
to doubt is no longer possible  
wait for further knowledge  
we have little freedom of action  
will you state your doubts again

REMARKS.—It may not be amiss, (although perhaps unnecessary) to say, to those who may use these lessons, that the sentences in these exercises were not chosen for either their beauty or wisdom; but for the purpose of giving connectedly, the words at the top of the page; and it is not expected that the pupil will become so much absorbed in the sentiments expressed by them, as to forget the object in view.

*65 in 6.*

## TYPE-WRITER LESSON No. 6.

absence 4 1 3 2 1 2 3	compel 2 3 1 4 3 3	decidedly 2 2 3 2 2 3 2 3 1	important 2 1 3 2 2 1 4 1 1	perform 4 3 2 1 3 2 1	remember 2 3 1 3 1 1 3 2
abuse 4 1 2 3 2	comments 2 3 4 1 3 1 1 3	delivery 2 3 3 2 1 3 2 1	necessity 1 3 2 3 4 4 2 1 1	plainer 4 3 4 2 1 3 2	result 1 3 4 2 3 1
according 4 2 2 3 2 3 2 1 1	contempt 2 3 1 1 3 1 3 1	error 3 2 2 3 2	object 3 1 1 3 2 1	power 4 3 3 2 1	shameful 3 1 4 1 3 1 2 3
address 4 2 2 1 2 3 3	congress 2 3 1 1 2 3 4 4	expense 3 1 4 3 1 3 2	occasion 3 2 2 4 3 2 3 1	prepare 4 2 3 4 4 2 3	speaks 3 4 3 4 2 3
after 4 2 1 3 2	connected 2 3 1 1 3 2 1 3 2	facility 1 4 2 2 3 2 1 1	original 3 2 2 1 2 1 4 3	promise 4 2 3 1 2 3 2	themselves 1 1 3 1 3 2 3 1 2 3
arrived 4 2 2 2 1 3 2	course 2 3 2 2 3 2	great 1 2 3 4 1	perceive 4 3 2 1 3 2 1 3	rapidly 2 4 4 2 2 3 1	unusual 2 1 2 3 2 4 3

According to Act of Congress  
 abuse of power is of course shameful  
 after his address to the people  
 after you perform your promise  
 after the delivery of the goods  
 are you prepared for the result  
 did you perceive your error  
 great results may be expected  
 he is a man of unusual power  
 he speaks with great facility  
 her absence will be perceived  
 his comments will be remembered  
 I feel only contempt for such an act  
 I will prepare for the occasion  
 important news has just arrived  
 let them speak for themselves  
 my original object was this

no necessity could compel me  
 nothing in the world is plainer  
 prepare to perform your duty  
 rapidly he ran his evil course  
 remember the many occasions  
 some one connected with the case  
 that was a case of absence of mind  
 the result is of great importance  
 they will deliver themselves up  
 those comments were not original  
 they object to the great expense  
 what can be plainer than this  
 when did you discover the error  
 when will you deliver the goods  
 who will bear all your expenses  
 you must be decidedly in error  
 you perceive the power of thought

REMARKS.—Those who are learning to use the Type-Writer, without the oversight and criticism of a teacher, should frequently read over the remarks on the preceding pages, and if any of the instructions therein given, such as the manner of striking the keys, the use of the thumb for spacing, &c., &c., have been forgotten or neglected, let such errors be at once corrected; otherwise they will become fixed habits.



*Daisy Dyche*  
TYPE-WRITER LESSON No. 7.

authorized 4 2 1 1 3 2 2 3 2 1	characters 2 1 4 2 4 2 1 3 2 3	fraud 1 2 4 2 2	persuade 4 3 2 3 2 4 2 3	required 2 3 4 1 2 2 3 2	valuable 1 4 3 2 4 1 3 2
amongst 4 1 3 1 1 3 1	concerning 2 3 1 2 3 2 1 2 1 1	friendship 1 2 2 3 1 2 3 1 2 4	punishment 4 2 1 2 3 1 2 3 1 1	several 3 2 1 3 2 4 3	various 1 4 2 2 3 2 3
around 4 2 3 2 1 2	circumstances 2 2 1 2 2 3 3 1 4 1 2 3 4	impression 2 1 4 1 2 3 3 2 3 1	profitable 4 2 3 1 2 1 4 1 3 3	situated 3 2 1 2 4 1 3 2	whether 3 1 3 1 1 3 2
beautiful 1 3 4 2 1 2 1 2 3	depends 2 3 4 3 1 2 3	justice 2 1 3 1 2 2 3	quickly 4 1 2 2 2 3 1	similarly 3 2 1 2 3 4 2 3 1	while 3 1 2 3 3
breeds 1 2 3 3 2 3	exaggerated 3 2 4 1 1 3 2 4 1 3 2	overwhelm 3 1 3 2 3 1 3 3 1	really 2 3 4 3 3 1	solemn 3 2 3 3 2 1	women 3 3 1 3 1
business 1 2 3 2 1 3 4 4	familiarity 1 4 1 2 3 2 4 2 2 1	passing 4 4 3 3 2 1 1	remarks 2 3 1 4 2 2 3	suppose 3 2 4 4 3 3 2	years 1 3 4 2 3

all depends upon his character  
among all things beautiful  
amongst other duties was this  
concerning that business of ours  
circumstances were exaggerated  
familiarity breeds contempt  
fraud in business is not profitable  
he was overwhelmed by the news  
he knows nothing concerning it  
his character was quickly known  
his friendship was valuable  
is the business really profitable  
justice required the punishment  
look around among your friends  
many were similarly situated  
my passing remarks were justified  
no fraud was authorized by me

our business is quite profitable  
really you must not persuade me  
several familiar friends were there  
she addressed herself to women  
some unjust remarks were made  
such is the general impression  
suppose they try it themselves  
tell me whether this is really so  
that all depends on the weather  
the passing years go quickly by  
there were several valuable works  
their friendship was most beautiful  
truth cannot well be exaggerated  
various circumstances require it  
you made that solemn promise  
you should profit by the punishment  
while we persuade others punish

REMARKS.—Do not allow anxiety to write rapidly, important though that may be, to take precedence of the desire to make nice and perfect work. And lest the learner may forget, or neglect the instructions previously given, the instruction is here repeated: *Strike the keys lightly.* On the Type-Writer, if the keys are struck with light taps, and not pressed, but little force is required to make a distinct impression on the paper.

# 6 in 6 TYPE-WRITER LESSON No. 8.

## WORDS SELECTED FOR PRACTICE.

acquaintance 4 2 4 2 4 2 1 1 4 1 2 3	constitution 2 3 1 3 1 2 1 2 1 3 1	discharged 2 2 3 2 1 4 2 1 3 2	jeopardy 2 3 3 4 4 2 3 1	propositions 4 2 3 4 3 2 2 1 2 3 1 3
advance 4 2 1 4 1 2 3	continued 2 3 1 1 2 1 2 3 2	discontinued 2 2 3 2 3 1 1 2 1 2 3 2	judgment 2 1 2 1 1 3 1 1	prosecution 4 2 3 3 2 1 2 1 2 3 1
affidavit 4 1 1 2 2 4 1 2 1	contracts 2 3 1 1 2 4 2 1 3	discount 2 2 3 2 3 2 1 1	jurisdiction 2 1 2 2 3 2 2 2 1 2 3 1	question 4 2 2 3 1 2 3 1
affirmative 4 1 1 2 2 1 4 1 2 1 3	controversy 2 3 1 1 2 3 1 3 2 3 1	election 3 3 3 2 1 2 3 1	lawyer 3 4 3 1 3 2	recollection 1 2 2 2 3 2 2 2 3 1
agreement 4 1 2 3 3 4 3 1 1	convention 2 3 1 1 3 1 1 2 3 1	embarrassment 3 1 2 4 2 2 4 3 3 1 3 1 1	liabilities 3 2 4 1 2 3 2 3 2 2 3	refresh 2 3 1 2 3 3 1
answer 4 1 3 4 3 2	conversant 2 3 1 1 3 2 3 4 1 1	equitable 3 4 1 2 1 4 1 3 3	litigation 3 2 1 2 1 4 1 2 3 1	remittance 2 3 1 2 1 1 4 1 2 3
apprehension 4 4 4 2 3 1 3 1 3 2 3 1	council 2 3 2 1 2 2 3	established 2 3 1 4 1 3 2 3 1 3 2	marshal 1 4 2 3 1 4 3	represented 2 3 4 2 3 4 3 1 1 3 2
arguments 4 2 1 2 1 3 1 1 3	counsel 2 3 2 1 2 3 3	evidence 2 1 2 2 3 1 2 3	memorandum 1 3 1 3 2 4 1 2 2 1	sheriff 3 1 3 2 2 1 1
bankruptcy 1 4 1 2 2 2 4 1 2 1	court 2 3 2 2 1	exactly 3 2 4 2 1 3 1	memory 1 3 1 3 2 1	signature 3 2 1 1 4 1 2 2 3
buying 1 2 1 2 1 1	credibility 3 2 2 3 2 1 2 3 2 1 1	federal 1 3 2 3 2 4 3	negative 1 3 1 4 1 2 1 3	submitted 3 2 1 1 2 1 1 2 3
capital 2 4 4 2 1 4 3	criminal 3 2 2 1 2 1 4 3	government 1 3 1 3 2 1 1 3 1 1	payable 4 4 1 4 1 3 3	subversive 3 2 1 2 3 2 3 2 1 3
citizens 2 2 1 2 3 2 1 3	dangerous 2 4 1 1 3 2 3 2 3	homicide 1 3 1 2 2 2 2 3	plaintiff 4 3 4 2 1 1 2 1 1	suspend 3 2 3 4 3 1 2
commerce 2 3 1 1 3 2 2 3	decision 2 3 2 2 3 2 3 1	identified 2 2 3 1 1 2 1 2 3 2	politician 4 3 3 2 1 2 2 2 4 1	testified 1 2 3 1 2 1 2 2 3
commissioner 2 3 1 1 3 3 3 2 3 1 3 2	defence 2 3 1 3 1 2 3	information 2 1 1 3 2 1 4 1 2 3 1	postponed 4 3 3 1 4 3 1 3 2	transactions 1 2 4 1 3 4 2 1 2 3 1 3
committee 2 3 1 1 2 1 1 3 3	defendant 2 3 1 3 1 2 4 1 1	integrity 2 1 1 3 1 2 2 1 1	preponderance 4 2 3 4 3 1 2 3 2 4 1 2 3	undersigned 2 1 2 3 2 3 2 1 1 3 2
confidential 2 3 1 1 2 3 2 1 1 2 4 1	definitely 2 3 1 2 1 2 1 3 3 1	interview 2 1 1 3 2 1 2 3 4	prisoner 4 2 2 3 3 1 3 2	verdict 1 3 2 3 2 2 1
consequently 2 3 1 3 2 4 2 3 1 1 3 1	designed 1 2 3 2 1 1 3 2	investment 2 1 1 2 3 1 1 3 1 1	proceedings 4 2 3 2 3 3 1 2 1 1 3	violation 1 2 2 3 4 1 2 3 1
consideration 2 3 1 3 2 2 3 2 4 1 2 3 1	determined 2 3 1 3 2 1 2 1 3 2	invoiced 2 1 1 3 2 2 3 2	promptly 4 2 3 1 4 1 3 1	witness 3 2 1 1 2 3 3

REMARKS.—This page concludes the figuring. If the learner has faithfully followed the directions heretofore given for fingering the key-board, and thoroughly practised the exercises, she or he will no longer require the figures as a guide, but will be competent to write most words without hesitation. When a word is met with which requires a variation from the general rules, the best way of fingering can be determined by printing it a few times. Then it should be written over and over until it can not be forgotten.



*Daisy Dyche 167*  
TYPE-WRITER LESSON No. 9.

EXERCISE ON CAPITALS AND PUNCTUATION.

Absolutely necessary.	Joint stock company.
According to this provision.	Keep the fact before the people.
As soon as possible.	Last session of the Legislature.
Based upon circumstantial evidence.	Lord and Savior Jesus Christ.
Before the Chamber of Commerce.	Master Commissioner's sale.
Breach of promise of marriage.	May it please your Honor.
By a Justice of the Peace.	National Republican Party.
Chief Justice of the Supreme Court.	Noble Christian character.
Counsel for the prosecution.	On further consideration.
Counsel for the defendant.	Opinion of the City Solicitor.
Constitution of the United States.	Our Heavenly Father.
Decision in a Court of justice.	Peculiar circumstances of the case.
Democratic principles of government.	Power of attorney was given.
Distinguished citizens of the city.	Principles of common law.
Documentary evidence is submitted.	Prisoner at the bar of the court.
Empanelment of the Grand Jury.	Railway passenger and freight cars.
Evidence in chief is all heard.	Recorded in the Probate Court.
Examination in chief.	Roman Catholic church.
Fellow citizens and strangers.	Said Board of Inspectors.
Forgiveness of sins.	That is the law of the land.
Freedom of the ballot.	The Court of Common Pleas.
General Assembly of this state.	The witness being duly sworn.
Gentlemen of the jury.	The able counsel for the prisoner.
Heirs, executors and assigns.	The learned Judge's decision.
I humbly submit to your honor.	Under the Providence of God.
In a Court of Chancery.	Universal happiness.
In the examination in chief.	Your demurrer will be overruled.
In the opinion of the Court.	Which is the fundamental law.
It was indefinitely postponed.	Woman's right to the ballot.
Judge of the Police Court.	Writ of habeas corpus.

REMARKS.—On this page are given a few of the phrases most frequently used in theology and law. There are many others with which the operator should become familiar. Indeed there can not be too much practice of this sort, but as such phrases can be easily procured elsewhere, only enough are given to suggest the kind of practice which is necessary to secure great rapidity of execution. The capitals and punctuation marks are introduced on this page. For directions how to manipulate the No. 2 machine in printing them, see "Introduction."

# TYPE WRITER LESSON No. 10.

## FORMS OF BUSINESS CORRESPONDENCE.

Baltimore, August 11th, 1881.

Messrs. James Grey & Co., Cleveland, O.

Gentlemen,—Having formed an establishment in this city, as merchants and general agents, we take the liberty of acquainting you of the fact, and solicit the favor of your orders. From our experience in mercantile affairs generally, and our intimate acquaintance with business as conducted in this city in particular, we venture to promise that we shall be enabled to execute any commission with which you may favor us, to your satisfaction, and in the most prompt and economical manner.

We subscribe ourselves, gentlemen, yours truly,

HARRISON, WILSON & Co.

Chicago, Ill., May 25th, 1882.

Messrs. Brown & Smith, Lafayette, Ind:

Gentlemen—Your esteemed favor of the 14th is at hand, and contents noted. The remittance of \$150, will be placed to your credit, and your order for sundry Groceries will be promptly filled. They will perhaps be shipped tomorrow.

Thanking you for your continued patronage, we remain yours.

Very respectfully, DAVIS & JONES.

Cincinnati, May 15th, 1882.

Messrs. Johnson & Perkins, Pittsburgh, Pa:

Gentlemen—Your statement of claim against the Elevator Coal Co., of this city, has been received. We will give it our immediate attention, and call upon the parties, as you suggest. They stand well in business circles, and will undoubtedly pay without a suit, when they understand the facts. If not we will advise you.

Very respectfully,

Yours, JORDAN & JONES, Attorneys.

St. Louis, Mo., Jan. 10, 1882.

Wm. Morrison, Kansas City:

Dear Sir—Your letter notifying us of a consignment of one car load of grain and produce, has been received. The same will be looked after, and sold to the best advantage. Quotations on wheat are now upward, and we may hold it a short time, so as to give you the advantage of better rates. Meantime if you have any orders to make for merchandise, or anything else, we will be pleased to fill them to your satisfaction.

Respectfully, MATTHEWS & MEANS.



# Daisy Dyche TYPE-WRITER LESSON No. 11.

## EXERCISES IN COMMERCIAL WRITING.

Cincinnati, O., May 26, 1882.

Messrs. A. Wallen & Co.

Chicago, Ill.:

Dear Sirs:—We herewith inclose account sales of 328 bush Spring Wheat, showing net proceeds \$578.61 to your credit, which we have remitted per express, the receipt of which you will please to acknowledge.

Truly yours,

Robert Carmichael & Co.

Account Sales of One Car No. 2 Spring Wheat, No. 61, received per I & C R. R., April 4, 1882, by Robt. Carmichael & Co., for account of A. Wallen & Co., Chicago, Ill.

May 26. One Car Spring Wheat, No. 61,  
19380 lbs, 323 bush. a \$2.07 1-2 - - \$670.22

Charges.

Freight \$60.72, Elevator chgs. & insp. \$6.79	\$67.51
Storage, 3 cts. per bush.	9.69
Insurance,	9.05
Govt. tax 1-10 per cent	.67
Commission, 3 cts per bush.	9.69

96.61

Net proceeds, cash, May 26.

573.61

Robt. Carmichael & Co.

Cincinnati, O., May 26, 1882.

Boston, Mass., Jan 10, 1882.

Henry G. Schlotman, Louisville, Ky.

Bought of Johnson & Co.,

1 case 50 prs. Children's shoes, a 60 c	\$30.00
1 " 24 " Boy's Boots a 1.25	30.00
1 " 24 " Misses Bal's a 1.50	36.00
	\$96.00

Received payment,

Johnson & Co.

REMARKS.—On this page is given a sample business letter, with accompanying Account of Sales; also a form of Invoice of goods sold. The teacher, or learner, might add to the list of goods in the invoice, to make a longer exercise, and might also write others, for different lines of business. Exercise in printing capitals and figures should be continued until the operator is familiar with their use.

The columns of figures may be readily kept straight, by having the last figure come on any certain number on the guide-bar, and working to that number each time.

## TYPE-WRITER LESSON No. 12.

STATE OF OHIO  
*vs.*  
GEORGE W. ROBERTS.

Court of Common Pleas,  
Before Judge Moore and a Jury.  
Case No. 12,345.

The charge against the prisoner is that of murder in the first degree.

CINCINNATI, O., February 18, 1882.

### DIRECT EXAMINATION.

The Prosecuting Attorney, Geo. W. Baker, appeared for the State; and William E. Pugh for the defendant.

JOHN SMITH, called as a witness for the State, was sworn and testified as follows;

Question by Mr. Baker: Where do you live, and what is your business?

A. 279 West Fifth street; am a shoemaker by trade.

Q. Are you acquainted with the prisoner at the bar?

A. Yes sir, I have known him a few months.

### CROSS-EXAMINATION.

Question by Mr. Pugh: How long have you lived in Cincinnati?

A. Thirty-five years; was born here.

Q. Did you see this homicide committed?

A. Not exactly; I was there immediately afterwards.

WILLIAM GREEN.  
*vs.*  
The Cincinnati Street Railroad Co.

Superior Court of Cincinnati.  
Before Judge J. B. Foraker.  
No. 35,525.

CINCINNATI, O., January 10, 1882.

### CHARGE OF THE COURT.

GENTLEMEN OF THE JURY—In this case, as presented to you upon the pleadings and the evidence, there are two general questions, or propositions, for you to determine.

First—Whether this plaintiff was wrongfully ejected from the car of defendant. Second—Whether he was injured in consequence thereof.

The plaintiff has the affirmative, and the defendant the negative. Upon the former the law imposes the burden of proof; that is, it is incumbent upon him to establish, by the preponderance of evidence, the propositions necessary to entitle him to a verdict.

REMARKS.—In type-writing legal papers, and testimony reported in the Courts, care must be taken to follow the style of captions that are furnished by attorneys. The above are samples, and will furnish the learner practice in making the proper typographic display. Much care will be necessary, at first, in the use of capital letters, punctuation marks, figures, and in getting the display lines in the right place.